

**SB 405 District Application
Form A: Prekindergarten Programs**



District Name: Lincoln County School District
District Contact: Pam Teel

Date: 7-29-15

Statutory Language: <i>"The creation or expansion of high-quality, developmentally appropriate prekindergarten programs, free of charge that will increase enrollment of children who are limited English proficient."</i>																										
Description/Overview (Include goals and objectives for students' knowledge, skills, and behavior):	Lincoln County School District plans to use the SB 405 funding combined with Early Childhood Special Education funds to expand our high-quality, development appropriate prekindergarten program so we can ensure slots for ELL students.																									
Justify selection of this program/School(s) – (include needs assessment):	Lincoln County School District is provided funding to support 12 ELL students in the school district. Lincoln County has four elementary schools, 2 middle schools, and 2 high schools. The current 12 ELL students are at various schools in the district with the largest being at Pahrnagat Valley Elementary School in the 1 st and 2 nd grades. It is the district intent to use these funds to help serve the emergent young ELL population at Pahrnagat Valley Elementary School. We believe this would be the most effective use of this funding.																									
Location & School(s) Served:	Pahrnagat Valley Elementary School																									
Projected number of ELLs and non-ELLs by age: did we receive final guidance on the % of ELs and none here? *If EL student participation is less than two-thirds, please provide research/justification in next section.	<table border="1"> <thead> <tr> <th>Age</th> <th colspan="2">Number of ELL Students</th> <th colspan="2">Number of Non- ELL Students</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>1</td> <td></td> <td>12</td> <td></td> </tr> <tr> <td>4</td> <td>0</td> <td></td> <td>15</td> <td></td> </tr> <tr> <td>5</td> <td>1</td> <td></td> <td>11</td> <td></td> </tr> <tr> <td>Total</td> <td>2</td> <td>19 %</td> <td>38</td> <td>81%</td> </tr> </tbody> </table>	Age	Number of ELL Students		Number of Non- ELL Students		3	1		12		4	0		15		5	1		11		Total	2	19 %	38	81%
Age	Number of ELL Students		Number of Non- ELL Students																							
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4	0		15																							
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Total	2	19 %	38	81%																						
If applicable, justify* non-EL student participation as part of the instructional design that will academically benefit all participants:	Because of our low incidence of ELL population in Lincoln County the funds will be blended with exiting funds to ensure a seat will be provided to ELL students when they enroll in Pahrnagat Valley Elementary school. This school has the highest population of ELL at present.																									
Student participation selection process:	Students with English as a second language will be given priority for placement in the prek program.																									
EL Identification process:	Will be the same as the state process: a home language survey will go to parents and a screening will be provided to student.																									

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Personnel and certification:	Early Childhood Special Education teacher, with a TESL teacher in district as a resource.
Start and end date:	August 18, 2015 to May 26, 2015
Daily session time(s): (AM/PM)	AM session 8:30 to 11:00 and PM session 12:30 to 3:00
Days of the week:	Monday to Thursday -4 days a week
Assessment(s):	<ul style="list-style-type: none"> ▪ Must use WIDA-MODEL for Pre/Post Assessment ▪ Brigance screening tool for Pre K
Parental Engagement:	Program has an open door policy and welcomes all parents. Open House at the beginning of the school year, assemblies once a month, special events parents are encouraged to attend, and progress conferences twice a year.
Curriculum: (i.e., Creative Curriculum, Reggio, etc.) Description and/or philosophy of the learning activity environment	Creative Curriculum is the program, with an open explorative environment. Centers and stations are set up with the weekly theme, rug time, sharing time, physical activity time, and specific learning stations are required.
Coordination with existing programs: (i.e., State PreK, Title I, etc.)	Early Childhood Special Education funding
Verify program aligns with Nevada State PreK criteria: (see appendix A) <ul style="list-style-type: none"> ▪ Class size/Staff ratios ▪ Teacher qualification ▪ Eligibility ▪ Intensity ▪ Use of PreK Standards ▪ Others as identified by districts 	Program will comply with the requirements of State PreK program.
Program Report:	<p>Required under SB 405:</p> <p>(15)(a) Schools receiving allocations-Pahranaghat Valley Elementary School/ Lincoln County School District</p> <p>(15)(b) Allocations per school-7928.00</p> <p>(15)(c) Description of this program- Lincoln County School District plans to use the SB 405 funding combined with Early Childhood Special Education funds to expand our high-quality, development appropriate prekindergarten program so we can ensure slots for ELL students.</p> <p>(15)(d) Number of students participated in this program-38</p> <p>(15)(e) Average expenditure per child in this program-3964.00</p> <p>(15)(f) Evaluation for the effectiveness of this program- Will follow all State PreK evaluation procedures.</p> <p style="padding-left: 40px;">Qualitative Data (i.e., Teacher Feedback, Observation Protocol)</p> <p style="padding-left: 40px;">Quantitative Data (i.e., WIDA-MODEL Pre-Post Scores)</p> <p>(15)(g) Recommendations for legislation to continue/expand effective programs- Will report when required</p>

**SB 405 District Application
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	(16)(a) 5/15/16—Report due to NDE (Activities up to 5/1/16) (16)(b) 1/15/17—Report due to NDE (Activities up to 12/30/16)
<p>Program Evaluation (15)(f) Define the measures you will use and how you will collect, analyze, and report the data to provide evidence of meeting the program goals and objectives. Please be specific:</p> <ul style="list-style-type: none"> ▪ Qualitative Measures ▪ Quantitative Measures <p>Child performance and/or Program Quality (ECERS, ELLCO, etc.) (See evaluation section, Appendix A)</p>	<p>School Program will comply with required State PreK evaluation assessments and reporting for both Qualitative and Quantitative Measures with Outcome Indicators in Early Childhood Education 1, 2, 3, and in Parenting Indicators 1,2, and 3.</p>

**SB 405 District Application
Form A: Prekindergarten Programs**



All Districts need to fill this section out.

ASSURANCES

Upon approval of this proposal, _____ makes the following assurances:
(Name of Fiscal Authorized Agent)

- Funds received under this program will be used solely for the purpose of supporting the activities as outlined in SB 405.
- Each district and the Nevada State Public Charter School Authority receiving these funds must provide written reports and program evaluations as required in SB 405.
- A homeless child will be enrolled in his/her "school of origin" or the school in which the child was last enrolled. A homeless child shall immediately enroll in school, even if the child lacks records normally required for enrollment, such as previous academic records, medical records, proof of residency, or other documentation. The enrolling school must refer the parent/guardian of a homeless child to the school district homeless liaison, who shall help obtain necessary immunizations or immunization or medical records. Any record ordinarily kept by the school of each homeless child must be maintained so that the records are available.
- Funds received under this program will not be used for lobbying or to influence any federal or state agency or legislative staff involved in the award of such funding.
- The applicant organization will provide or continue to provide a drug-free workplace.
- Funds received under this application will not be used to supplant existing financial support for current programs administered by applicant or collaborating entities. If blended funding streams are used to support the program, the amount of these funds and what they are supporting must be clearly described.
- A bookkeeping system will be developed to monitor receipts and expenditures by line item. Expenditures cannot exceed the approved budget in any line item.
- Records shall be maintained in accordance with general accounting standards. Receipts, invoices, and/or computer printouts will be maintained to verify expenditures. Copies of this verification will be submitted to the NDE upon request.
- Travel claims will be maintained for any travel reimbursement made with project funds. (Per Diem, mileage, and lodging payment are allowable only at State-approved rates.)
- All activities must take place within the funding period.
- An inventory of materials and supplies purchased through these funds shall be maintained and made available upon request.

Print or Type Name and Title:

Signature

Date

**SB 405 District Application
Form A: Prekindergarten Programs**

APPENDIX A: Required State Prekindergarten Program Components

Required Program Components	
Teacher Qualifications	Each Early Childhood Education (ECE)/Pre-K teacher responsible for providing direct instruction to early childhood students must fulfill the licensure requirements for teaching the pre-Kindergarten population. Typically, this is an Early Childhood teacher's license or an ECE endorsement on a teacher's license.
Eligibility	Children enrolled in the program must be under Kindergarten age and within the traditional Pre-K age range of 3 to 5 years old. If a child is age eligible for Kindergarten (5 years old on or before September 30, 2013), then that child is not eligible to participate in the Nevada Pre-Kindergarten Education program during that year. This program is intended for pre-K children only.
Intensity	All programs must provide a minimum of 10 hours per week of Pre-K.
Curriculum	Programs must utilize the Nevada Pre-Kindergarten Content Standards that were revised and adopted by the Nevada State Board of Education in June 2010. Programs must implement developmentally appropriate, research-based curriculum, such as Creative Curriculum, High Scope, etc.
Class sizes/ Staff ratios	Class sizes and child/staff ratios must not exceed the following NAEYC recommendations: <ul style="list-style-type: none"> ◆ Three year-olds are in groups of no more than 16 children with 2 adults ◆ Four year-olds are in groups of no more than 20 children with 2 adults ◆ Five year-olds are in groups of no more than 25 children with 2 adults ◆ Multi-age classrooms do not exceed class sizes or child/staff ratios for the age group with the largest representation ◆ Class sizes and ratios are based on enrollment at beginning of school year
Evaluation	<p>Each Pre-K Education program must participate in the statewide program evaluation system (annual and longitudinal). This includes using the outcome indicators described below and providing required data (e.g., pre/post test data, test data on longitudinal participants who are now in elementary school, program data, etc.) to the Pre-K Education program evaluator and the Nevada Department of Education.</p> <p>Each Pre-K Education program must have a plan for the longitudinal evaluation of the program to determine the effectiveness of the program on the academic achievement of children who participate and on parental involvement.</p> <p>Programs may use child performance and/or program quality measurement tools such as the Early Childhood Environment Rating Scale-Revised (ECERS-R) and/or the Early Language and Literacy Classroom Observation (ELLCO) to assess program quality and improvement as required in other early childhood programs.</p>
Other Required Components	<p>A parental involvement component must be administered in conjunction with the Pre-K program.</p> <p>In order to provide enhanced and comprehensive services to Pre-Kindergarten students and their families, Pre-K programs must demonstrate coordination with existing programs and/or community services through collaborative and cooperative efforts.</p> <p>A preschool child who is homeless must have equal access to the same public preschool programs as provided to other children, and that child must be enrolled immediately (if space available), even if the child lacks records normally required for enrollment (e.g., immunization records). <i>If desired, a copy of the Federal Homeless legislation (the McKinney-Vento Act) is available from this office upon request.</i></p>

Program Evaluation: Required Indicators

A key component of the evaluation is the use of quality indicators of program delivery and program outcomes to describe the projects and evaluate their effectiveness. In fact, legislation directs the NDE to develop statewide performance and outcome indicators to measure the effectiveness of ECE programs. Per legislation, the indicators must include:

- Measures of the developmental progress of children before and after their completion of the program;
- Measures of parental involvement in the program before and after completion of the program; and
- The percentage of participants who drop out of the program before completion.

Rather than developing new performance and outcome indicators for early childhood education, it was determined that the Pre-K programs would use the existing indicators developed and used by Even Start programs. Therefore, as part of the evaluation system, the NDE requires each Pre-K Education program to use the following indicators on participant outcomes:

Outcome Indicators	
Early Childhood Education Indicator 1	Eighty percent (80%) of ECE children with a minimum of four months of participation will increase their standard scores in receptive and expressive language skills tests.
Early Childhood Education Indicator 2	ECE children with a minimum of four months of participation will make an average gain of 8 or 10 standard score points in auditory comprehension and expressive communication.
Early Childhood Education Indicator 3	With a minimum of four months of participation, ECE children from 3-5 years with limited English skills will make an average gain of 20 raw score points in English acquisition as measured by the Preschool Language Assessment Scale (PreLAS).
Parenting Indicator 1: Parenting Skills	Ninety-two percent (92%) of participating adults enrolled in ECE for at least four months will meet at least one goal related to parenting skills (e.g., developmental appropriateness, positive discipline, teaching and learning, care-giving environment) within the reporting year.
Parenting Indicator 2: Parents and Child Together Time (PACT)	Eighty percent (80%) of first-year ECE parents will increase the amount of time they spend with their children weekly within a reporting year.
Parenting Indicator 3: Parents and Children Reading Together	Eighty percent (80%) of first-year ECE parents will increase the amount of time they spend reading with their children within a reporting year.

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Form A: Prekindergarten Programs**



APPENDIX B: BUDGET/EXPENDITURE SUMMARY

The following budget forms can be located on the Nevada Department of Education website: <http://nde.doe.nv.gov/FiscalServices.htm>. Please note that column B, Supplemental Schedule, should **explain each item in specific terms**. All items must be named, directly related, and necessary to the operation of the program.

State or Federal Budget Expenditure Summary

Agency:	Lincoln County School District	Project Number:	
Project Name:	SB 405 PreK program	Fiscal Year:	2016
Check One:	BUDGET: <input checked="" type="checkbox"/> BUDGET AMENDMENT: <input type="checkbox"/> FINAL REPORT: <input type="checkbox"/>		

OBJECT	DESCRIPTION	INSTRUCTION COST	SUPPORT SERVICES	TOTAL
100	Salaries	7928.00		7928.00
200	Benefits			
300	Purchased Professional/Technical Services			
400	Purchased Property Services			
500	510 Student Transportation Services			
	580 Staff Travel			
	Other (520, 530, 540, 550, 560, 570, 590)			
	Total 500			
600	610 General Supplies (exclude 612)			
	* 612 Non-Technology Items of Higher Value			
	620 Energy			
	630 Food			
	640 Books and Periodicals (exclude 641)			
	641 Textbooks			
	650 Supplies - Information Technology Related (exclude 651, 652, 653)			
	651 Software			
	* 652 Technology Items of Higher Value			
	653 Web-based and Similar Programs			
	Total 600			
800	810 Dues and Fees			
	890 Other Miscellaneous			
	Other (820, 830)			
	Total 800			
Subtotal 100 – 600 & 800				
** Approved Indirect Cost Rate: _____ %				
700	730 Equipment			
	Other (710, 720, 740, 790)			
	Total 700			
TOTAL		7928.00		7928.00

* All items of value must be itemized in the budget detail

** Indirect cost rates must be approved by the Department of Education before the subgrantee may budget for and charge those costs to the grant.

Signature of Authorized Agency Representative

Date

Department of Education Use Only	
Initial	Date Approved

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STATE OR FEDERAL FINAL REPORT OF EXPENDITURES

Supplemental Schedule/Detail *

Project Number/Name: Lincoln County School District SB 405 PreK _____

A Object Code	B Title of Position/Purpose of Time/Narrative **	C Project Time (FTE)	D Quantity	E Salary, Rental or Unit Cost	F Budgeted Amount	G Expended Amount
100	Teacher	1	1	7928.00	7928.00	
200						
300						
400						
500-510 500-580 500- Other						
	500 - Category Subtotal				-	-
600-610 600-612 600-620 600-630 600-640 600-641 600-650 600-651 600-652 600-653						
	600 - Category Subtotal				-	-
800-810 800-890 800- Other						
	800 - Category Subtotal				-	-
	100 - 600 & 800 Total				-	-
700-730 700- Other						
	700 - Category Subtotal				-	-
Total					-	-

* If additional space is needed, duplicate this page and number the pages.

** Explain each item in specific terms. All items must be named, directly related, and necessary to the operation of the program.